



## English for Media Literacy for Educators

### Media Literacy Extension Activity Template

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<b>Country:</b> Kazakhstan	
<b>Age Range:</b> 17-21	
<b>Class Size:</b> medium class of undergraduate students	
<b>Institution:</b> Korkyt Ata University, Kyzylorda	
<b>Existing Lesson</b>	
Title of existing lesson	Make a difference
Brief description of lesson	This lesson is about social media and its role in bringing change to people's lives. The lesson introduces students to the vocabulary and phrases they need to describe their opinions of social media, e.g. a waste of time, entertaining, useful.
Target language of lesson	Vocabulary about feelings: bored, nervous, uncomfortable, amazed, confused, worried, lonely, excited. Grammar: real conditionals. For example, If you use social media, you will..., If we raise enough money, ...
Objectives	By the end of the lesson, students will be able to... <ul style="list-style-type: none"><li>· talk about their feelings of social media by using adjectives.</li><li>· describe and explain some situations that people can change by using social networks.</li><li>· come up with ideas where they can use social media to their advantage.</li></ul>
<b>Media Literacy Extension Activity</b>	
Title of media literacy extension activity	Start and promote a club on Facebook
Brief description of media literacy extension activity	In the second half of the lesson my students ask each other and answer the question "What would they use social media for?" They will exchange ideas. Then the students with similar ideas form groups to start a club or group. Examples are English Speaking Club, Book Club, "The best student of the month" club, "club of media literate students", "Sports day" etc. It's up to my students/ They will create some form of media to invite other students of the same profession (aya) at University to join their club. Example of media is to create a flyer and post it on social media.
Target language for CLIL activity	Language of learning: language to talk about social media and feelings of them (target language of lesson above). Language for learning: the students use the classroom language to

	<p>communicate with me and with each other. During the lesson they use such phrases as “I tend”, “feel nervous”, “be uncomfortable”, “be bored”, “be amazed”, “be confused”, “be lonely”, “be excited” and “be worried” for defining and explaining each of them and agree or disagree with the given opinions of social media. They ask each other for more information about good uses of social media, for example, asking “What kind of situations do you think people can change by using social networks?”, “How do you think they might do this?”.</p> <p>Language through learning: at this stage the students do speaking activity (which is unpredictable) using real conditionals asking some questions like “What will you do if someone sends you an online petition?”, “If you are angry about the government or a big company, will you speak it out on social network?”, etc.</p>
Sample of expected product	<p>Here is a sample flyer (poster) for this media literacy extension activity. I can provide this as a model for my students.</p> <p><u><i>I will send separately, it's one pdf document</i></u></p>

### **How activity develops media literacy and promotes authentic communication in English**

This extension activity develops media literacy by encouraging the students to create their own media product. When each of the groups show and present their media product (flyers, posters, etc), the students give feedback on each other's flyers. Me, as a teacher, will ask a few questions to identify some of the shortcomings by hinting at them. For example, after looking at this flyer, you can understand that this group is intended for students who want to learn critical thinking and media literacy. There will be live webinars with an expert in which some kind of news is analyzed. But in this flyer there is a question “Do you want to be media literate? Then JOIN US”, for a person it might not be very clear how the club works. Of course looking at the image the person might guess a little bit, but still, there is no any essential information like contacts, time of the live webinars, frequency of the webinars. I can highlight these details so students can add more information to their flyers. Other students can ask questions, like if this group is meant to work only for the students of the university they are studying in (Korkyt Ata University), or also for the students from the other local universities and colleges of the same profession (aya).

This activity helps students develop their communication skills by talking to each other in English on the topic of social media, as well as working in groups, exchanging thoughts on creating a group on social network (for instance, on Facebook), and coming up with ways to promote their club! There's a lot of detail and it's all in English. It's a new vocabulary, it's communication, it's sharing and creating, it's the desire to learn something new (like media literacy) and practice critical thinking, it develops organizational skills, it's very creative.

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